

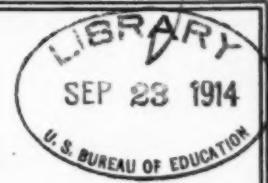
The American Teacher

Democracy in Education; Education for Democracy.

VOL. III No. 7

NEW YORK, SEPTEMBER, 1914

50 CENTS A YEAR



To Arms!

The War is on. The Enemy is within the Gate.
Stupid Superstition must be driven out by Reason.
Puerile Prejudice must be dislodged from the Heart
of Youth.

The Pettiness of Provincialism must give way to
catholic Sympathies.

Shortsighted Selfishness, rending Society, must yield
to the Spirit of Fraternity.

Savage Instincts must be uprooted by a New
Enlightenment.

Ignorance, hitherto invincible, must be vanquished.
The Fight is On, and it is Our Fight.
But to Arms, and take Heart, for ours the Victory.

THE CLEVELAND SCHOOL BOARD AND THE TEACHERS UNION

BENJAMIN MORRISON

SHOULD TEACHERS HAVE the right to form a union for the purpose of improving their conditions? Should teachers who insist they have the right to form a union, even tho the School Board opposes such action, on that account lose their positions in the school? These are questions being fought out in Cleveland at present.

It has been decided in Chicago, San Antonio and in a few other cities, that the teachers have the right to form unions and to affiliate with the local labor bodies. In Cleveland eleven women teachers have been dismissed from the schools because of their activity in the attempt to form a union among the teachers and to affiliate with the Cleveland Federation of Labor. The struggle began last May and is far from being finished—at least so the teachers hope.

The salaries in Cleveland are very low. The initial salary of the elementary school teachers is \$500. The maximum salary reached in 15 years, is \$1,000. (The initial salary of a clerk in the U. S. Government departments is \$900.) Last winter the agitation for an increase in salary came to a head with the formation of the Grade Teachers' Club. Petitions were presented to the Board of Education pointing out the necessity for a revision of the existing salary schedules and protesting also against the excessive supervision to which the teachers were subjected.

The School Board naturally answered that there were no funds available to provide for any increases and that the system of supervision had been "well worked out and might be considered permanent." The attitude of the School Board toward the teachers and the public, may be illustrated by the remark attributed to its president, D. C. Westenhaver, when informed (June 30) that the city council had voted unanimously to investigate the management of the school system—"Really, it does not interest me what the council does."

The teachers were not discouraged by this refusal. They decided to form a union. On May 13, 900 teachers (the city employs a total of 1,800) voted in favor of forming a union and affiliating with the Cleveland Federation of Labor. The purposes of the union were declared to be:

1. To better the conditions of teachers.
2. To secure compensation commensurate with their labor, learning, dignity and the importance of their profession.
3. To advance the science and art of teaching.

This action met with the immediate opposition of the School Board. On May 18 it adopted a resolution declaring that no one who would refuse to sign a contract binding him or her *not* to join the union, would be appointed, because the union would be bad for the spirit of the profession and would have harmful influences on the pupils.

Miss Marie Claus, the president of the Grade Teachers' Club, in defending the action of the teachers in affiliating with the Federation of Labor, said: "Teachers needed the moral support of the Federation in order to succeed in their demands. We have to think of money because we have so little of it." The Board, however, seems to think that no matter how underpaid teachers are they should not occupy their minds with such low thots as money and salary.

A mass meeting of thousands of citizens held on May 31 endorsed the action of the teachers and at the same time characterized the action of the Board as arbitrary, inhuman, and un-American. At a meeting of the Cleveland Congress of Mothers held on June 4, for the purpose of criticising the action of the Board, E. M. Williams, a Board member, acknowledged that he believed the teachers were entitled to more pay. O. K. Dorn, another member of the Board, expressed surprise that more attention

had not been paid to the original request of the teachers for more money.

Meanwhile the teachers acting thru the Federation of Labor had applied for an injunction restraining the Superintendent of Schools, J. M. H. Frederick, from dismissing any teacher who had joined the union. Mr. Westenhaver, the Board President, opposed the motion. He denied the right of the court to inquire into the action of the school board, claiming that the Board had absolute power.

The decision of Judge W. B. Neff of the Court of Common Pleas was rendered June 9, completely sustaining all the contentions of the teachers. I shall quote parts of his decision:

The Cleveland teachers may form, join and belong to a union affiliated with the Cleveland Federation of Labor without imperiling their positions in the schools. Ohio laws recognize and encourage labor organizations and the Board of Education has no right to provide that future contracts shall not be entered into between it and persons affiliated with labor unions.

In my opinion, there is no apparent reason why membership in the Cleveland Federation of Labor would in any way be detrimental to their work in the schools, and the Board of Education had violated *rights of the teachers* in declaring it would discharge or refuse to reappoint any teachers who became members of the union.

He completely overruled the contentions of the Board of Education that the power to make rules for its employees was vested absolutely in it, and that the court had no right to inquire into the rules laid down by the Board. The judge continued:

Character, education, and experience *only* are the qualifications to be considered by the Board of Education . . . Acquired skill is a property right. It is an invasion on their property rights to deny them appointment on the ground that they are allied with the Cleveland Federation of Labor . . . The purposes avowed for the formation of the union, namely, for bettering the condition of teachers, for advancing the science and art of teaching, and for the benefit of the

patrons of the schools, are laudable . . . If the union fail of its purpose, no harm would be done, and if it succeeded, great benefit would result to the public . . . Equality of opportunity is one of the canons of justice, and if the Board's resolution was carried into effect the teachers would be denied this right. If the Board had the right to refuse to employ persons who are members of a labor union it might also refuse to employ those who belong to a certain race, color, church or lodge and such a rule would be unfair to a large class of people . . . The right of labor to organize, to strike and to enforce its demands is being more and more widely recognized, and teachers are laborers of the highest type.

In spite of the clear-cut decision of Judge Neff, rumors (according to the Cleveland *Plain Dealer* of June 11) began immediately to emanate from the office of Superintendent Frederick that the leader of the Grade Teachers' Club would not be reappointed. Further, that no reason was to be given, thereby technically not violating the injunction.

On June 18, when the list of those who were reappointed was given out the names of those active in the fight did not appear. This list was modified on June 23. Thirteen members of the Grade Teachers' Club, including the president, secretary, and the chairman of the press committee and four other members of the executive committee, were dropped. They were charged in a general way with insubordination, disturbing the school system and exerting influences detrimental to the schools. On July 21, two of the thirteen were reappointed leaving eleven horrible examples. Among these eleven are teachers with long experience in the Cleveland schools. Miss Clara Singer has served the city for twenty-four years, teaching every grade from the first to the seventh. Miss Isabelle Campbell as Assistant to Principal has likewise served twenty-four years. Miss Mabel Dreher, another of those dropped, has often had visitors sent to her room by the superintendent to observe her good work.

Mr. Frederick has consistently refused

to tell the public the real reasons for dropping the eleven teachers. He does not believe the public in general wants to know. "I cannot discuss with the public my reasons for non-appointment of teachers. Such a course would disrupt the administrative functions of my office."

The sworn testimony of Miss Dreher concerning her interview with Superintendent Frederick and Assistant Superintendent Rannells, in an attempt to find out exactly why she had not been reappointed, furnishes a rather clear idea of the attitude of school officials toward teachers in Cleveland.

The interview is printed in the *Cleveland Press* of July 13. After being charged by Mr. Rannells that she had been dropped because she had called another teacher a coward and she had denied that she had done so, the following conversation took place:

MR. RANNELLS: Well, Miss Mabel, I must speak very plainly to you. You are an officer of an organization that has dared to criticise the Board of Education and the superintendent who are trying so hard to help the teachers. We are protecting and shielding you teachers all the time.

MISS DREHER: You have no right, Mr. Rannells, to take from me my means of earning a living because I am a member of a club. There are 1300 other members in the schools. May I see Mr. Frederick?

Miss Dreher then saw Mr. Frederick. "You are an active member of a club that has criticized us and our efforts," he began. "Of course this union business—that is settled. *We* have settled that."

MISS DREHER: Then I am to understand that someone is to have my place at Bolton school?

MR. FREDERICK: Your place? That is not your place.

MISS DREHER: I have a right to my place.

MR. FREDERICK (vehemently): Thruout this conversation I have noticed that you are continually referring to your rights. *You have no rights.*

MISS DREHER: Have you any criticism of my efficiency?

MR. FREDERICK: I have been in your room and your work was fine. You do not know, Miss Dreher, how it grieved me, when I learned that stand you had taken.

MISS DREHER: I cannot help it, Mr. Frederick, if all my opinions do not agree with yours. But doesn't my work mean anything? What about my efficiency?

MR. FREDERICK: *Efficiency does not count.*

MISS DREHER: Why, then, am I dismissed?

MR. RANNELLS: My dear Miss Mabel, you see your principal does not want you. You are out of harmony with the rest of the teachers.

MISS DREHER: Suppose I should see Miss Beers, my principal, and come to an understanding with her, would I then receive my reappointment?

MR. FREDERICK: Oh, no, there must be a complete change of —

MISS DREHER: Change of what?

MR. FREDERICK: You had better go home and think this over, Miss Mabel. Then come down and tell us what you decide to do about it.

MISS MABEL: Will I receive any further communication from you?

MR. RANNELLS: No. You will come down to us.

I might mention here that on July 29, Assistant Superintendent Rannells was himself discharged by the Board of Education. Mrs. Virginia Green who has taken the side of the teachers in this controversy, gave as her reason for voting against him the fact that Rannells when a member of the Board of Education had worked for the election of Frederick for superintendent. Shortly after, Rannells resigned from the Board and was appointed assistant superintendent by Frederick. At the same time the Board also decided to begin an investigation to determine whether the schools could operate with less supervision, originally when the teachers complained against the existing over-supervision they were told it was perfect and could not be changed.

It is interesting to note the efficiency of this School Board, at least as it appears in the judgment of the *Cleveland Press* (June 29):

The per capita cost of running the Cleveland schools is higher than in other cities where teachers are paid better wages and free text books are supplied the children. Instead of comfortable buildings and seats for all, 74 portable buildings were used last winter. Rented store rooms were also used. Many of the schools were too cold for use. A committee of the Chamber of Commerce found that in many of the buildings the pupils were in peril of their lives from fire. They have refused to consider the great modern school plan devised at Gary, Indiana. They have preferred to terrorize the teaching force and to maintain the moss-backed educational methods of fifty years ago.

The citizens of Cleveland have not been slow in taking up the cudgels in behalf of the eleven discharged teachers. Numerous meetings have been held. The following organizations have gone on record as favoring a change in the school administration because of the dropping of teachers for voting for a teachers' union:

The Public School Association, 60,000 members.

The German-American Alliance, 50,000 members.

The Cleveland Federation of Labor, 55,000 members.

The Women's Civic Association.

The Municipal School League, and others.

I mentioned above that on July 29 the School Board voted to investigate the system of supervision. On August 21, as a result of the new school tax levy fixed by the county budget commissioners, the school revenues were increased by \$450,000. Mr. Westenhaver then remarked "This will enable us to raise the \$500 minimum grade teachers' salary to \$550, permitting teachers to get the maximum at the end of their ninth instead of their fifteenth year. Even then the *Cleveland teachers' salaries will average far below those of other cities.*"

The reforms the teachers have been fighting for are thus assured. Meanwhile the eleven discharged teachers are without jobs. Public opinion is on their side tho, and there is a possibility of a radical change being made in the management of the schools which may lead to the reinstatement of the eleven brave women. At any rate they are hopeful. "When the smoke of battle has cleared away" as one of them has said, "we hope to show that we have fought a good fight and kept the faith."

BOARD OF EDUCATION

Educational Department

CLEVELAND, OHIO

To the Editors,

THE AMERICAN TEACHER:

August 26, 1914.

Your letter of the 13th inst. has not been answered before because I have been away from my office much of the time since it arrived.

1. You ask what led to the failure of thirteen of the Cleveland teachers to secure reappointment. I do not know what you mean by the "thirteen teachers," as I have no such definite number in mind. It will perhaps answer the purpose, however, to say that a number of teachers have not been appointed and will not be appointed, for a variety of reasons—some because of their inefficiency in the classroom, some because of their persistency in creating discord in their buildings and in the teaching system with which they were connected, and still others because of conduct unbecoming teachers.

2. Membership in the Grade Teachers' Club had nothing whatever to do with the nonappointment of any of these teachers.

3. I have no definite knowledge as to what the purpose of the Grade Teachers' Club is.

4. The Board of Education has assumed no attitude toward the Grade Teachers' Club.

Very truly yours,

(Signed) J. M. H. FREDERICK.
Superintendent of Schools.

ARE TEACHERS HUMAN?

ELIZABETH HODGSON

Wichita (Kan.) High School

EVER SINCE I owned my first slate rag I have known that teachers are considered queer. They are supposed to be typically old maids, both male and female. Of course they have a good deal of "book-learning," but nobody would trust them to do anything real and practical. People praise them because they work hard for small salaries, but down at the bottom of their hearts they believe that nearly all of the teachers stay in that profession simply because they haven't enough energy and ability to make good at anything else. Pedagogues are not supposed to know anything about business or politics, or to have any real connection with the community life. They are a higher kind of domestic servant, and do the teaching drudgery so that parents may be freed from taking care of their children properly, and so that people of real brains and enterprise may be left free for other occupations. Most of them haven't enough common sense to manage a peanut stand, but all of them feel qualified to offer advice on every subject under the sun, no matter how little practical knowledge they have about it. A new idea would give them a brain storm, but they are always spouting platitudes as if they had just discovered them. Some of them have spent so many years avoiding trouble with principals, superintendents, pupils, and parents that their own personalities have faded beyond recognition; and a few others have "bossed" and lectured those that dared not answer back, until they really think themselves the propeller screws of the universe. Hardly any of them are human and normal.

The above paragraph should all be in quotation marks, I suppose, for in it I have attempted to summarize what the world says about us teachers. And since we believe in the blessedness of the poor in spirit, we have borne it all meekly, searching our consciences for our sins and shortcomings, and trying to take all the advice that critics of every sort

are poking down our throats. For there is no one who thinks he knows too little to say what ails the schools or the teachers. When the public declares that the schools accomplish too little, we humbly set about working harder, forming study clubs and associations, reading pedagogical quick-cure articles, taking university extension courses, and even spending our vacations in summer school work! This naturally results in accentuating the very traits and habits for which the world despises us.

To be sure, there really is something abnormal about teachers,—not about those who stay at the work only long enough to earn a trousseau or tuition at some university, but about the confirmed, dyed-in-the-wool ones. If a keen and unprejudiced observer analyzes a group of teachers, what are his conclusions? They are undervitalized, flabby muscled, awkward and stiff, while their sense of humor and their individuality have atrophied, they have developed strained nerves and ingrowing consciences. Stiffly unresponsive to new ideas, to esthetic considerations, to adventurous playfulness, they embrace platitudes as old friends. They are less alert, well dressed, and generally attractive than a group of business men and women from the same community would be, or even than a group of clerks. And they have the air of being swept aside from the main currents of busy present-day activity.

Now why shouldn't we teachers sensibly face the facts and then set about remaking them? The very first thing we need to do in most cases is to improve, not our minds, but our bodies. Superabundant vitality is the one thing most rare and most appreciated in the school room. Young people normally live in a physical world: the very best passport to their admiration is a splendid body. Plenty of sunshine and muscular exercise will improve us as teachers far more than study circles, educational lectures and summer schools. We live con-

continually under the Argus eyes of students and principals and superintendents. Not one in a hundred is qualified to judge of our scholarship and our teaching skill, but every single one can and does judge of our physical attractiveness.

If we teachers would devote to exercise, to outdoor sports, to careful dress, and to study of the social graces, one quarter of the time and effort and money that we freely give to "educating" ourselves, how we could revolutionize the profession! John will learn twice as much geometry from Mr. A, an ex-football star, as from the pale and scholarly Mr. B; Helen will fairly "eat up" English literature under Miss X, provided Miss X *looks* as if she would adorn the social circle of which Helen yearns to form an arc! Oh, yes, we can curl our lips cynically over it, if we like, and rail at the snobbery and superficiality of teachers who try to *be* admirable instead of demanding that pupils admire and imitate out of a pure sense of duty. Or we may regard it as a duty to ourselves to look as well as Providence will let us, and to be healthy and energetic and buoyant of spirit. How much some of us might gain in breadth of mind and soul by being full of physical vitality, nobody can guess. We need more fun, more nonsense, more jolly independence, and above all, more sunshine and more muscle.

If I were asked to lay down a set of good rules for the average conscientious teacher, they would run something like these:

1. Make yourself an expert in at least one athletic game, and play it often.

2. Adopt some out-door hobby. Raise flowers, fruit, bees, chickens,—anything that grows in the sunshine and makes you work with your hands.

3. By all means do *not* study or spend your vacations in tutoring or going to summer school. At least, don't do it until you have first won your physical salvation. Choose work, recreations, and associates that take you as far as pos-

sible from your usual sphere. You need not feel that you are slighting your profession in doing this; all that you really have to give your pupils is *yourself*; the information you offer can all be found in books. Unless you make them admire you as a *human being*, your usefulness will be decidedly limited. It would do some of you good to get a *job* (you are used to *positions*, you know) and go right out among the sweaty shirt-sleeve people. You would come back to the school room with red blood in your veins instead of the grape juice or malted milk with which you are popularly credited.

4. Make as many friends as possible among people unlike yourself. Newsboys, business men, washerwomen, policemen, society folks, and reporters will broaden your views of life and humanize you.

5. Observe yourself scientifically to see what mental slant your particular subject is giving your mind, and then read and do the things best fitted to overcome that tendency. For instance, teachers of the classics are apt to see the Past in a halo and not to see the Present at all. No mental attitude is less attractive and helpful to young people than this. Literature teachers might well devote a great deal of time to popular science and current events, as healthy antidotes to classicism. Why let yourself become mentally warped when it would be so easy to counteract superfluities and supply deficiencies? Teachers certainly ought to know how to plan a balanced ration for a given type of mind.

* * *

If some other teacher had written this article, it would decidedly ruffle my temper. No doubt I should wonder if the arrogant scribbler really had any professional ideals at all, any sense of the fineness and beauty of scholarship. Now the fact is that I can hardly pry myself out of my books. But I know that it would improve many of us intellectually and spiritually not to pose as teachers *all* the time, to make a little

mark for ourselves by practical physical achievements, to *do* some things instead of just telling other people what to do and how to do it. No work under the sun, except parenthood, demands such vitality, such broad minded, farsighted humanity, such wide knowledge of the physical world as teaching does. To live richer, fuller lives on the physical side

would stiffen our self respect, give us more sanity and good temper, and wonderfully increase our zest in teaching and our influence over our pupils. Then on some day of revelation the world would actually begin to regard us as full-orbed men and women, whereas they now consider us a race of thin-blooded book-worms.

A GOOD BEGINNING

The Teachers' Club in Grand Rapids Has Secured:

1. The data which greatly helped the superintendent to get the school for defective children established.

2. The recovery of the hospital fund whereby any teacher may procure money to apply on her expenses at the U. B. A. hospital.

3. The beginning of correct seating of children through the introduction of adjustable desks in the first grade.

4. The increase in the amount of money teachers receive when they are sick. Before the Teachers' Club took it up, teachers received 10% of their salaries; now they receive 50% for ten days.

5. The increase in the maximum salary of grade teachers from \$750 to \$800.

The following facts are also worthy of serious consideration:

6. The Teachers' Club originated the idea of the State Federation of Teachers' Clubs and thus is indirectly responsible for the fact that there is a retirement salary bill. This bill has not yet been passed by the legislature, but it will be

in the very near future, and when it is, much of the credit will belong to the Grand Rapids Teachers' Club. All of the teachers in the city will benefit from it.

7. Every year a lecture course is given by the Teachers' Club, the educational value of which cannot be over-estimated.

8. The potent influence of such an organization when dealing with boards of education and state legislatures is very great. The fact that there is a strong organization of 500 teachers is an important feature in securing results.

9. The good fellowship developed by this organization is one of the most important reasons why a teacher should belong. It furnishes a broadening experience too often absent in the lives of teachers.

10. Perhaps the most important reason, however, that a teacher should belong to the club is the fact that it arouses and fosters professional pride as does no other one thing. In other words, the Teachers' Club is the clearing house for the best in the social, mental and professional lives of the teachers.

Why should I subscribe to The American Teacher? Our principal is all right. She lets us alone. (Reported an indecent number of time.)

You ought to get Miss _____. She will be interested. She has had trouble with her principal. (Heard every little while.)

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The American Teacher

Democracy in Education : Education for Democracy

Published monthly, except July and August, by
THE AMERICAN TEACHER COMPANY, INC.,
129 Lafayette Street, New York.

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This Magazine will be sent to subscribers until an order to discontinue, together with all arrears, is received. At the time of expiration, a bill will be found in the copy.

REMITTANCES should be made in postal money-order, express order, draft, stamp or check (New York exchange).

Subscription price, 50 cents for the year.
(Foreign, 60 cents)

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Entered at the Post Office of New York
as second-class matter.

VOL. III SEPTEMBER, 1914 No. 7

This paper seeks to advance the status of the teacher to the dignity and the influence of a profession, by advocating high standards of admission to the calling; by urging an extension of the opportunities for the participation of teachers in the direction of educational affairs; and by supporting the organization of teachers for all legitimate professional purposes.

NEEDED: A LITTLE SPICE FOR LIFE

THE ARTICLE in this number by Miss Hodgson touches a phase of the lives of teachers which must receive greater and greater attention. It must do so for the sake of the work, no less than for the comfort and personal satisfaction of the teachers. Our lives are narrowing, but we let them become narrower.

In order properly to interpret life to the children, we must get out of the ruts, try the unconventional paths, knock about on the trails that lead in the direction of the unexplored country, and in all enlightening ways get acquainted with ourselves and with our environment. With all the physical prowess we gain in the process, and the mental dash as well, we can swing into the regular job again with the sure and easy skill that marks the master.

We shall have a lot of fun through, and we needn't worry about the people's further regard for us.

A GOOD FIGHT TO WIN

IT MAY COME as a surprise to our readers to learn that in Cleveland, Ohio, is an educational system, far-famed for many a year, that in reality is dominated by officials who exhibit signs of marked stupidity. How the system should have won its great repute may pass the understanding of most persons. But now we know that the reputation was based, not on the spirit of friendly cooperation between supervisors and teachers, not on a comprehensive plan of the officials to develop power and independence among the teachers, and certainly not on a profound understanding of the social factors operating to make the schools effective agents in a democracy. The reputation of the Cleveland schools must have been made on the perfection of the machinery of the system.

The article written by Mr. Morrison in this number exhibits with simple and effective directness the futility of the attempts of socially uninformed school officials to deal in a convincing way with teachers who in a moment of great inspiration have taken a stand on a sound platform of social justice. The defense of the Superintendent of the Cleveland schools in the interview and in the letter written to THE AMERICAN TEACHER (printed in this issue) plainly indicate the typical weakness of an official bully who has no honest ground to stand on.

When the courts and the people of

Cleveland settle the injustice to the eleven teachers, it would be well for them to give deep thought to the matter of superintendents, not forgetting their more immediate representatives, the members of the Board of Education.

LET US TALK ABOUT THE WAR

WHAT SHALL teachers say about the war?

One answer is, "Nothing." Such an answer ought to keep us from being criticised unfavorably by the racial sympathizers of the warring powers. We have had much practise in avoiding criticism by keeping our mouths closed while things were being done in the world about us, and it would not be hard to do it now. Philadelphia proposes to solve a portion of the problem by not permitting the teachers to speak of their experiences abroad to their classes. According to the press reports,

William C. Jacobs, Acting Superintendent of Schools in that city, placed a ban on all discussion of war topics by teachers or pupils during school hours. History and geography of European nations involved in the conflict is to be passed over, and the hundreds of teachers returning from vacations abroad will not be permitted to relate their experiences to the children.

"It was decided," said the acting Superintendent, "that if the war were discussed in the classrooms, there would be danger of extending the conflict to every corner of the school-yards between the partisans of the Allies and those of Germany and Austria. It would also be useless to fill the children's minds with names and maps of countries which soon may not be on the maps."

In other words, the Acting Superintendent of the Philadelphia schools insists that the teaching profession should continue to maintain its monastic indifference to the world in action. It matters not that the war involves the death of hundreds of thousands of fellowmen, or the grief and poverty of millions of

helpless women and children, or the domination or the fall of the military ideal of power. Philadelphia wants nothing said about the whole unpleasantness, because it might hurt the feelings of the partisans of the warring nations.

Hundreds of other superintendents of schools throughout our country may give orders similar to these given in Philadelphia. If they do, it will only be one additional bit of evidence that the schools do not train people to think. There are people in Polynesia and even in America who sincerely are not interested in the war, but millions of others in all the neutral nations are intensely interested in its progress, and have deep emotions which tend to color their reception of the facts of the responsibility for the war itself, and also the facts of the war's development. The outcome of the titanic struggle is unquestionably fraught with immense possibilities for rulers and for people. Who that thinks can fairly say he does not care, or that the subject should not be talked about?

Let the children talk about the war. They may reproduce the emotions and the convictions of their elders, but the truth is somewhere. They may help to clear minds, and develop their own thinking. To fear quarrels from this source is itself a childish obsession.

Let us all talk about the war! The schools have a magnificent opportunity. Let us talk to the children in language they can understand. The dominant forces of the great nations have maintained that the burdens which the people have been obliged to bear in the form of dreadnoughts and other gigantic paraphernalia of war, were the best security for peace. In a single day the colossal folly of that argument has been shown up. Let the children see it. Nobody knows better than a boy that if he has a gun he must shoot it off. The logical purpose of a gun is to kill, and the more sacred the mark the more glorious the deed in war.

Let us talk about the war, and show the children that the world is growing tired of all its long history of killing.

You may destroy a building and get a better one. But in war we kill our best, and there are none to take their places. We destroy the wealth of a conquered nation in humbling its pride, and we waste our own substance in doing it.

Let us talk about the war, and tell the children that in all the lands of the earth there is growing up the feeling that the ancient bars of language, traditions, and prejudices should no longer interfere with fellowmen in their business and social relations any more than they interfere with one province and another in the same country. When men meet and discuss their differences calmly, the differences tend to disappear. No one fights without a misunderstanding.

Let the children see that the people themselves have been getting these ideas from their own experience. Civilization is now having one of its bitterest, cruellest experiences, and the full portent of it all should not be overlooked or interfered with by school officials who happen to be worried about non-essentials.

OUR OWN JOB

THERE IS NO quick and effective way of getting rid of male teachers who degrade themselves and their profession by engaging in cheap and vulgar flirtations with girl pupils. The chief reason for this defect in our system of professional standards is the fact that in general, women whom the offensive practise most intimately concerns have not yet thrown off the yoke of sex-subjection. That a school system should be so indifferent to the humiliation of young girls that it solves specific problems of this kind by sending guilty men to other schools, or by fining them, or by doing nothing at all, shows the weakness of the system, of course. But the system would not be that weak, if women could be relied upon to fight for decent treatment for themselves and for other women.

An appeal to the sex-pride of women is an easy one, and quite obvious; but after all it would be finer still if a con-

siderable number of men and women alike could be relied upon to have so high a regard for the persons and personalities of other human beings that offenses of the kind referred to would be penalized by dire punishment and disgrace. The public school systems have men of this sort, who have been called to partial account but with sharpened wits and greater concealment, or open lying, they hold on and defy those at whom they scoff as puritanical.

Why should not the men and women teachers together regard this matter as being worth their professional attention? A little sacrifice to unpleasant labor might help to clear the stables.

ROOM FOR ALL

What is needed most of all is a strong and capable teaching staff. Over-inspection will not lead to this; but better status and better prospects will bring better teachers into the profession, and better education and training and more encouragement from the public will lead to the schools containing men and women whose influence on the character of their pupils will put England in the forefront of progress and civilization.

Thus speaks Mr. Cyril Jackson, a prominent member of the London County Council, in his book *Outlines of Education in England*. We believe that what he says is true of England. We believe that it is also true of this country. If both nations should heed his advice and attain to the forefront of progress and civilization, that would not involve us in a war. Do not fear. That would only help to broaden the forefront of progress and civilization! What a pity that the combatants cannot see that there is room enough for all before they begin to exterminate each other.

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STANDARDIZATION VS. EFFICIENCY

IN HIS COMMENCEMENT address before Manhattan College, President Thomas W. Churchill of the New York Board of Education expressed himself rather forcibly on the functions of the Carnegie Foundation for the Advancement of Teaching. Comments on this address have been varied as well as numerous; and in some quarters Mr. Churchill's motives in his opposition to the Foundation have been attacked, on the assumption that he resented the Foundation's withholding of funds from sectarian institutions. Without inquiring into Mr. Churchill's motives, indeed, without assuming that he has any ulterior motives, we are glad to quote from his address a portion with which we are in hearty accord.

Among other things, Mr. Churchill is reported to have said:

The attempt to secure uniformity was the inevitable result of power in the wrong hands. For easier comparison, for greater strength of the governing body, the tendency of managers is to standardize processes, and to standardize men. For work other than the fighting of battles, done in masses, experience has proved that uniformity, standardization, leads inevitably into formalism, into lack of adaptability, into intellectual and moral death. Needing as it does the daily and intimate correction of the great mass of the people, the saving common sense of the laymen, education—real progressive, adjustable and serviceable education—can find in the unifying and uniforming mania of the Carnegie Foundation for the Advancement of Teaching only a menace, a threat, a damage, a peril, a jeopardy. With education, and especially with college education, by the testimony of the outside critics and the confession of its outside friends so far from having solved the problems of its own perfection; with education so professedly a search and trial for the true but unfound path; with education unproved, the proposition of the Carnegie Foundation to standardize it and to uniform it is the extreme of fatuity.

We have consistently opposed the attempt to transfer to the business of teach-

ing the methods and standards that prevail in the business of manufacturing pianos for profit. We have maintained that children and teachers cannot be treated as uniform units, however it may be with desks and books. We are therefore pleased to have President Churchill adopt the same attitude toward "standardization" that may really interfere with the higher efficiency of education. We shall expect President Churchill to use his eloquence and his authority to combat the fatuous attempts to convert our schools into education factories with arbitrarily standardized units in just those spheres where such standardizing is either impossible or pernicious. For example, the effort to show a saving of taxpayers' money by using schools in such a way as to deprive the pupils of part of their education while appearing to increase the "units of use" of the school plant, is a deception of this kind. It is possible, as we have pointed out on previous occasions, to increase the use of the school plant without causing any loss to the pupil; but the standardization of hours and services on the assumption that an hour is an hour, no matter where it comes in the course of the day, is a delusion and a snare. And we are glad that President Churchill sees it.

We accept this statement without prejudice to the services of the Carnegie Foundation, and without prejudice to the question of what kinds of units and services in education may be standardized. Education is indeed a seeking; but some of the things sought have already been found.

The ideal school board is one whose powers are strictly limited, in whose membership there is no representation of special groups or interests, and whose numbers are not too large to permit of all being seated around a small table and carrying on their discussions in a conversational tone. It is the indulgence in oratory that plays the mischief in board meetings, and makes real deliberation impossible.—*The Dial*, July, 1914.

Have you an ideal School Board in your town?

PATERNALISM AND PATRONAGE

At the St. Paul meeting of the N. E. A. the following resolutions were adopted:

A most cordial invitation is extended to all interested in the cause of education to investigate the work of the schools, and to present constructive criticism, both of methods and results. A destructive criticism from irresponsible sources can never build a system of education. The association believes it represents the common judgment of the teachers of the country in declaring that all official investigations of public education should be made through the properly constituted authorities responsible to the people, and that the United States Bureau of Education is the logical and natural agency through which the people should provide such investigation. Where private agencies or foundations are utilized for such purposes they should be held directly responsible to the regularly established authorities in charge of public education for their methods of procedure and reports.

Three things are suggested by these resolutions.

The first is that the many surveys and enquiries of recent years are beginning to "get on the nerves" of the educators. Otherwise we cannot quite understand why educators, of all people, should take the pains to resent "destructive criticism" while writing "constructive criticism." Educators, of all people, ought to know that while destructive criticism is not sufficient, it may nevertheless be wholesome, and even essential. However, this is not very important. It may represent merely the conventional mode of speech with respect to criticism in general.

The significant things in these resolutions come later. There is the emphasis on responsibility. That sounds a new note in American thought. Heretofore we have been content, in this country to conduct our affairs on the assumption that the public can best be served on the initiative of private individuals and corporations actuated by the prospect of profit. It is for this reason that we did not build our own roads, or develop our natural resources, or put in

our water-supplies for the cities, or establish our gas or electricity plants. We let the captains of industry do all these things for us and then paid them a handsome profit on the work and the risk and the investment and the monopoly, and then some. We thought it would be improper to do these things for ourselves—we thought it would be "un-American." So much did we liberty-loving Americans hate paternalism that we let Carnegie build our libraries for us, and other public-spirited citizens were permitted to build up our colleges and universities, and institutions for scientific research. We let them put up our museums and art galleries, endow lectureships and provide in other ways for that advancement of learning and understanding that are so essential to the welfare and progress of a people. All these things we permitted during a period when our pride would not permit us to submit to paternalism.

But we never blushed in accepting the patronage of the rich and powerful. It never occurred to us that our patrons were irresponsible, the while we scoffed at the responsibility of our own government. It never occurred to us that our patronage was demoralizing us, the while we refused to help ourselves.

The fact is that as Americans we have never thought out a philosophy of life that would help us decide great issues. As a people we have been content to follow as sheep the suggestions of the masterful men. The men with strong acquisitive instincts who were at the same time capable of domineering others, gave us the assurance that business and prosperity could thrive best when "let alone," and they got the rest of us to run our governments so that business was thoroughly let alone. That is all. Business did not find it sufficiently profitable to run schools of a kind and at a price that would satisfy the public, and we did that ourselves, without fear of paternalism. Business did not find it sufficiently profitable to carry on intensive and comprehensive experiments in the rearing and breeding of cotton and corn, so we had

to do that for ourselves, and no one complains of the paternalism. Business did not find it sufficiently profitable to carry on public health works, so we are doing that ourselves, and so on. It is only where business scents a profit that it tries to scare us away from a public function by placing upon it the danger signal "Paternalism."

Gradually we are coming to realize that a people's co-operative enterprise, thru government, for the public good is in no way demoralizing, whereas the dependence of a people upon the patronage of irresponsible but powerful individuals is not only demoralizing, but a menace to their liberties. It is thus that we would explain the growing distaste of enlightened communities for Carnegie Libraries, and it is thus that we would explain the resolutions adopted by the N. E. A. at the St. Paul meeting, with regard to private foundations that undertake to criticize and to standardize education. We are coming to feel that education is preeminently *our* business, that it concerns all the people, not merely the teachers and the pupils. We are coming to realize that *our* business can not be entrusted to hands that are stretched out for profit, nor to hands that give and take as suits their owners, rather than *our* needs. It is a hopeful sign of the times that we are learning to distinguish clearly between the paternalism of private patrons and the fraternalism of co-operative effort.

In this country, when we want a thing done, let us do it ourselves, or thru our own agents. Let us not wait for kings and lords and other patrons.

Superintendent Chadsey of the Detroit schools proposes to select yearly a few successful experienced teachers and to assign them to "detached duty" on a salary of \$50 per month. At the end of the year they return to regular duties and pay. He believes that this plan of a year's absence for travel, observation and culture will raise the teaching efficiency and will give the city full value for the outlay.—*Boston Teachers' News Letter.*

BOOK NOTES

All books may be ordered from
THE AMERICAN TEACHER

To THE EDUCATOR, *The Job, The Man, The Boss*, by Dr. Katherine M. H. Blackford and Arthur Newcomb (Doubleday Page, \$1.50 net) has a double interest. First of all it is one of the few books that attempts to classify human beings in relation to occupations on the basis of actual industrial experience as well as on scientific theory, and is therefore significant to all who are concerned with the subject of vocational guidance. In the second place, it seeks to develop scientific principles on "hiring and firing" workers, and must therefore be of interest to teachers as workers and to supervisors and administrators in the role of the "boss." Beside pointing out the importance of specialized functions in efficient management, with special emphasis on the function of selecting, handling and discharging workers, the book gives helpful suggestions on the analysis of human qualities related to occupational demands. Dr. Blackford's theory of the correlation between certain physical qualities and certain mental qualities has general empirical support; but it is doubtful whether the correlation is sufficiently high to warrant the use of the methods described as standard methods. There is needed a larger body of data on the correlation between the adjustments made on the basis of this method, and the experience of the workers in various industries.

It takes vastly more than academic mastery of the subjects presented to teach in any grade, from the kindergarten to the university. This axiom of education, however, will come as a sort of revelation to a vast number of people, both inside and outside the ranks of those who administer our schools. This ignorance is one great reason why so many children quit school before completing their course.—*The Pittsburgh Post.*

THE CARNAGIE FOUNDATION

If inquiry be made as to the actual changes that have occurred in administration and teaching in consequence of the stipulations of the Carnegie Foundation for the Advancement of Teaching, an astonishing record may be studied. Careless accounting has been simplified and made businesslike. Loose investments have been converted into prudent ones, which are carefully watched. Foolish building operations have been stopped. Reckless accumulation of indebtedness has come to an end. Bills receivable from the student body and other sources have been collected. The giving of degrees, honorary and in course, not earned by the completion of adequate studies, or by distinguished service, or intellectual achievement, has been greatly diminished. The teaching body has been more carefully selected, it has been made more energetic, its work has been brought up to date to an extent that only those who have inside knowledge of the facts can believe. Institutions really weak and unable to draw new strength from any source, have gone out of business as purveyors of what was essentially a fake education.

All this may be described as standardizing, but it is the kind of standardizing that balks no initiative, destroys no independence. On the contrary, it distinctly heartens the men who have ideals, who know what educational effort ought to be, and what results are worthy of praise. Nothing is more discouraging, nothing more humiliating to the professor who aims to keep abreast of knowledge in his own field, than to realize that the institution which he serves is satisfied with the commonplace, the Philistine, the insincere, the meretricious. American productiveness in science and scholarship has been discouraged by this specific cause in the past to an extent beyond calculation, and as scandalous as wasteful.—*The Independent*, July 6, 1914.

Education is a better safeguard of liberty than a standing army.

EDWARD EVERETT.

LAUGH, GOD BLESS YOU
LAUGH!

From "The Man, the System and the Machine."

It is whispered that in the later methods of teaching a little real cheerfulness is permitted—nay, even encouraged; but is it not possible that the same old solemn, surly and dreadful apprehension swims through the minds and bodies of the young when that Olympian, the school inspector, appears upon the scene? Is it not still so, that all parties in the educational system take themselves too seriously—from the legislators who make the education acts, with views prejudiced and a too-awful sense of responsibility upon their minds; the minister or superintendent of education who, it might almost seem, carries the book of Job and Deuteronomy in his pocket, and forgets that there is a book of Revelation; to the teacher who, recognizing that duty is, in the words of the Prayer-book "an awful" thing, produces such awe in his beholders that the whole gamut of grim conscience is run? It is so often forgotten that wit as well as wisdom is a gift to be nourished—and I would have the teacher laugh outright once a day at least, a full-throated, big-hearted, long-winded laugh, if you like.—*GILBERT PARKER*, in *Munsey's Magazine*, September, 1914.

"THE BUSINESS of the principal is to form the policy of the school, and to make the teachers do as they should."

No one has yet suggested the recall of the principal who recently made the quoted remark in a meeting of high school principals. Deep regret should be felt that by-laws prevent our doing more than merely suggesting this form of reproof. But we feel obliged to do that much for a public that does not know, and probably does not care, about what kind of high school principals it possesses, since it has set up no standards of worth or understanding for them.

THE OPEN COURT

To the Editors,

THE AMERICAN TEACHER:
Please renew my subscription for THE AMERICAN TEACHER. I look forward toward every new copy with a great deal of pleasure. I am of the opinion that the recent awakening of the teacher to demand a voice in school management, has come about thru the thoughts expressed in your worthy paper. May you continue your noble work and spread light wherever possible!

SONIA ETTELSON.

Brooklyn, N. Y.

To the Editors, THE AMERICAN TEACHER:

I think the magazine is splendid and doing a fine work. I hope that this year will bring you greater success.

CORA R. HUTCHISON.

Philadelphia.

THE PRINCIPAL of one of the largest high schools in the country, who is too modest to have his name printed, writes as follows:

I must tell you that the magazine gets better and better. The "side talks" are remarkably bright and sensible, really rich. Don't print this. I don't want to be advertised.

THE SECRET OF THIS SUCCESS

The people increased their vote for teachers' salaries and other current expenses of the schools by the enormous sum of \$106,488.43. This is strong evidence of the good will of the public to the teaching profession when so generous a response is made by the great majority to the appeal for better salaries. It explains why the progressive annual diminution of the number of the higher class of male teachers has for the first time for many years been reversed.—P. xv, Annual Report of the Superintendent of Education of Nova Scotia, for the year ending July 31, 1913.

The parent and the attendance officer, reinforced by the police power of the State, can guarantee only one thing—the physical presence of the child at school.

It is left to the teacher to insure his *mental attendance* by a sound appeal to his active interests. A child's character, knowledge, and skill are not reconstructed by sitting in a room where events happen. Events must *happen to him*, in a way to bring a full and interested response—Henry Suzzallo, in *Introduction to Dewey's Interest and Effort in Education*.

Until the time comes when the people will trust the teachers and their chosen representatives with managing educational systems, let us have boards of education whose members have trained intelligence.

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EXCEPTIONAL CHILD

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